DOCUMENT RESUME

ED 219 584 CE 033 298

TITLE	Shorthand & Transcription 202, 302.
INSTITUTION	Manitoba Dept. of Education, Winnipeg.
REPORT NO	ISBN-0-86497-052-8
PUB DATE	82
NOTE	87p.; For related documents see CE 033 293-299.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Business Education; *Business Skills; Guidelines; Instructional Materials; Learning Activities; *Notetaking; *Office Occupations Education; Secondary Education; *Shorthand; Skill Development; Vocational Education
IDENTIFIERS	*Dictation; *Transcription

ABSTRACT

This teaching guide consists of statements of goals and objectives, teachers' notes and suggested activities, and lists of suggested materials to use in teaching two consecutive secondary-level shorthand and transcription courses. Covered first are the rationale behind each course, evaluation procedures to be used in the course, course time allotments, and course goals and objectives. Both courses include materials on the following topics: principles for shorthand systems; theory of shorthand (reading and writing shorthand); dictation (from practiced and unpracticed materials); transcription (procedures and development); notemaking techniques; and correlation of course content with support materials. A brief bibliography concludes the guide. (MN)

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ED219584

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This guide replaces the Shorthand 202 and 302 guides of 1973 and the Temporary Revision of 1977, and becomes effective generally in September, 1982. It has been developed as part of the Office Skills cluster of courses designed to provide guidelines for vocational business education.

ACKNOWLEDGEMENTS

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RATIONALE

Shorthand and Transcription 202

Shorthand and Trancription 202 is one course in the cluster of courses referred to as Office Skills. It is intended that it be studied as part of a business education program designed to prepare students for office occupations. Students who aspire to gain advancement opportunities in stenographic and secretarial positions generally do better if they possess adequate shorthand skills.

Shorthand and Transcription 202 is useful to students on an optional basis, and serves as a useful skill in personal notemaking. While it is recommended that students possess typewriting skills to be used in transcribing shorthand, it is not essential. Shorthand and Transcription 202 may be taken by students who prefer to transcribe in longhand.

The three languages of Shorthand, Forkner, and Programme 21 are authorized. Teachers should consider the needs of the students in selecting the most appropriate language.

Shorthand and Transcription 302

Shorthand and Transcription 302 is the advanced shorthand course in the cluster of courses referred to as Office Skills. Normally, the prerequisite course would be Shorthand and Transcription 202 in the same language, or an equivalent skill.

For the business education program student, this course offers the opportunity to develop speed and proficiency in using theory, taking dictation, transcribing, and notemaking in a way that meets the standards of business. For the student who elects Shorthand and Transcription as an option, this course will provide the opportunity to develop these skills to a high degreee of personal notemaking proficiency.

Complementary courses might include Typewriting 102/202/302, Office Procedures 302, Accounting 202/302, and options from the Socio-Economic and/or Marketing clusters of courses.

EVALUATION

Care should be taken to evaluate both the use of the shorthand language in taking dictation, and the transcription of symbols to accurate script. As in other business education skills, both speed and accuracy become the focus for valid evaluation.

Student evaluation should be closely related to the objectives of the curriculum. Testing should be frequent and the results used to encourage students to reach greater proficiencies.

Tests should reflect the area of skill development being stressed at the time: theory; taking dictation; transcribing; and/or notemaking skills. At the end of the course a final battery of tests should constitute the examination of all skills.

TIME ALLOTMENT

Shorthand and Transcription 202 and 302 are one-credit courses in Manitoba secondary schools, and should each encompass 110-120 hours of instruction.

Shorthand and Transcription 202

I. Principles for Shorthand Systems

The student should be able to:

- understand the need for and the purpose of the principles of the shorthand system;
- develop the ability to apply the principles of the shorthand system;
- apply the principles of the shorthand system.

II. Theory of the Shorthand System

The student should be able to:

- understand the need for and the purpose of reading plate shorthand with speed and accuracy;
- develop the ability to read plate shorthand with speed and accuracy;
- read plate shorthand with speed and accuracy;
- develop the ability to read one's own shorthand notes;
- read own shorthand notes with speed and accuracy;
- understand the need for and the purpose of writing outlines for words, short forms/brief forms/pacers, phrases, and sentences from plate shorthand;
- write outlines for words, short forms/brief forms/pacers, phrases, and sentences from plate shorthand;
- write outlines for practiced words, short forms/brief forms/pacers, phrases, and sentences;
- write outlines for unpracticed words, phrases and sentences.

III. Dictation

The student should be able to:

- understand the need for and the purpose of taking dictation on practiced materials;
- develop the ability to take dictation on practiced materials;
- take dictation on practiced materials;
- understand the need for and the purpose of taking dictation from unpracticed materials;
- develop the ability to construct outlines for words during dictation;
- construct outlines for words during dictation;
- develop the ability to take dictation on unpracticed materials at 60 to 80 words a minute;
- take dictation on unpracticed materials at 60 to 80 words a minute.

IV. Transcription

The student should be able to:

- understand the need for using correct transcription procedures;
- develop the ability to use correct transcription procedures;
- apply correct transcription procedures to the preparation of acceptable/mailable copy;
- develop the ability to transcribe with speed and accuracy from plate shorthand;
- transcribe plate shorthand at reasonable rates into acceptable/mailable copy;
- develop the ability to transcribe practiced dictated materials;
- transcribe practiced, dictated materials at reasonable rates into acceptable/mailable copy;
- develop the ability to transcribe unpracticed dictated materials;
- transcribe unpracticed dictated materials at reasonable rates into acceptable/mailable copy;
- transcribe two average-length letters in 30 minutes;
- transcribe a one-page manuscript in 15 to 30 minutes;
- develop the ability to use correct spelling, word division, grammar, punctuation, and paragraphing during transcription;
- use correct spelling, word division, grammar, punctuation, and paragraphing during transcription.

V. Notemaking

The student should be able to:

- understand the need for and the purpose of correct notemaking procedures;
- list the components of notemaking;
- use the components of notemaking;
- develop the ability to use notemaking procedures;
- use notemaking procedures;
- prepare notemaking projects.

Shorthand and Transcription 302

I. Principles for Shorthand Systems

The student should be able to:

- understand the need for and the purpose of the principles of the shorthand system;
- develop the ability to apply the principles of the shorthand system;
- apply the principles of the shorthand system.

II. Theory of the Shorthand System

The student should be able to:

- demonstrate the ability to read plate shorthand and one's own shorthand notes at 150 words a minute;
- understand the need for and the purpose of reading plate shorthand with speed and accuracy;
- develop the ability to read plate shorthand with speed and accuracy;
- read plate shorthand with speed and accuracy;
- develop the ability to read one's own shorthand notes;
- read one's own shorthand notes with speed and accuracy;
- understand the need for and the purpose of writing outlines for words, short forms/brief forms/pacers, phrases, and sentences from plate shorthand;
- develop the ability to write outlines for words, short forms/brief forms/pacers, phrases, and sentences from plate shorthand;
- write outlines for words, short forms/brief forms/ pacers, phrases, and sentences from plate shorthand;
- write outlines for practiced words, short forms/brief forms/pacers, phrases and sentences;
- write outlines for unpracticed words, phrases, and sentences using the theory principles of the shorthand system.

III. Dictation

The student should be able to:

- understand the need for and purpose of writing from dictation on practiced materials;
- develop the ability to take dictation on practiced materials;
- take dictation on practiced materials;
- understand the need for and the purpose of taking dictation from unpracticed materials;
- develop the ability to construct outlines for unpracticed words during dictation;
- construct outlines for unpracticed words during dictation;
- develop the ability to take dictation on unpracticed materials at 80 to 120 words a minute;
- take office-style dictation on unpracticed materials.

IV. Transcription

The student should be able to:

- understand the correct transcription procedures;
- develop the ability to use correct transcription procedures;
- apply correct transcription procedures to the preparation of acceptable/mailable copy;
- develop the ability to transcribe with speed and accuracy from plate shorthand;
- transcribe plate shorthand at reasonable rates into acceptable/mailable copy;
- develop the ability to transcribe practiced dictated materials;
- transcribe practiced dictated materials at reasonable rates into acceptable/mailable copy;
- develop the ability to transcribe at employment level unpracticed dictated materials;
- transcribe unpracticed dictated materials at reasonable rates into acceptable/mailable copy;

- transcribe three to four average-length letters in 30 minutes;
- transcribe a one-page manuscript without footnotes in 10 to 20 minutes;
- develop the ability to use correct spelling, word division, grammar, punctuation and paragraphing during transcription;
- use correct spelling, word division, grammar, punctuation, and paragraphing during transcription.

V. Notemaking

The student should be able to:

- understand the need for and the purpose of correct notemaking procedures;
- identify the components of notemaking;
- use the components of notemaking;
- develop the ability to use notemaking procedures;
- use notemaking procedures.

shorthand & transcription 202

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. PRINCIPLES FOR SHORTHAND SYSTEMS A. Principles The student should be able to: 1. understand the need for and the purpose of the principles of the shorthand system; 2. develop the ability to apply the principles of the shorthand system; 3. apply the principles of the shorthand system.	Discuss the definition of the term <u>shorthand</u>. Emphasize that systems for rapid writing are built on specific rules; consistency in the shorthand rules aids in the development of rapid writing; and understanding the rules of the system will assist the student with the rapid construction of letters, words, and phrases. Integrate the principles of shorthand into each lesson. Explain each shorthand principle in a lesson before assigning the lesson for additional study. Explain that shorthand and transcription are vocational and lifetime skills. Emphasize the uses of shorthand: - basis for verbatim transcription of letters, memoranda, reports, and other documents; - recording the directions for office tasks, telephone messages, and messages from office visitors; - gathering and organizing data such as shopping lists, minutes of meetings and conferences, notes for term papers and/or reports, notes from an interview, notes from class lectures/ discussions, and summaries of articles; - preparing rough drafts for letters, speeches, and reports; - reinforcing the learning skills of reading, writing, listening, memorizing, recording, recalling, summarizing and organizing; - developing the basic English skills of spelling, grammar and word usage.	<u>SHORTHAND</u>: Any system of rapid writing that uses symbols, abbreviations, or other shortcuts to represent letters, words, or phrases

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
II. THEORY OF THE SHORTHAND SYSTEM A. Reading Shorthand The student should be able to: 1. understand the need for and the purpose of reading plate shorthand with speed and accuracy; 2. develop the ability to read plate shorthand with speed and accuracy;	Emphasize that research indicates that students who read shorthand rapidly and fluently are more likely to write shorthand rapidly and transcribe from their shorthand at reasonable rates of speed. Explain the natural progression of reading skills as follows: one shorthand stroke, word recognition, phrase recognition, and thought units. Emphasize and develop reading skill in the classroom. Have the students sound/spell each word with the introduction of each new theory element in the shorthand system. Begin sound/spelling with a group approach to reinforce the recognition of symbols within words. Proceed from a group approach to an individual approach to accomplish the acknowledgement of individual differences. Provide opportunity for students to work at their own pace. Determine if students can recognize new symbols and combine them into a whole word. Determine if students are confused by similar symbols. Sound/spell words only. Brief forms/short forms/pacers are abbreviations and should not be spelled because the sounds of the characters do not provide a clue to the brief forms/short forms/pacers.	PLATE SHORTHAND: Shorthand printed in a textbook THOUGHT UNITS: A group of words that fall together naturally in speaking SOUND/SPELLING: A multiple sensory response (seeing, saying, hearing) during the learning of the alphabet of the shorthand system SOUND/SPELLING ACTIVITIES FOR PLATE AND OTHER SHORTHAND OUTLINES 1. Individual students sound/spell words from current or previous day's lesson placed on the chalkboard or overhead transparency. 2. Individual students spell and say the words in the textbook lesson that illustrate theory elements. 3. Pairs of students sound/spell from the textbook. (One spells and the other listens and checks.) 4. Groups of students sound/spell words in the textbook. 5. Groups of students sound/spell new words placed on the chalkboard or overhead transparency.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Sound/spelling assists students to associate sounds and symbols in words containing new theory elements. Use sound/spelling if students hesitate in recognizing a word. Drop sound/spelling as students begin to recognize words as whole entities.	
3. read plate shorthand with speed and accuracy;	Emphasize that reading is a means of providing practice in recognizing shorthand outlines by taking part in a task that is easier than writing, and that will contribute to the development of writing skills. Explain the advantages of reading from shorthand outlines. Have the students read from plate shorthand as an aid to the students in writing the same material from dictation. Set a beginning reading goal at approximately 75 words a minute and gradually increase the goal until the students reach a reading speed of 150 words a minute. Use intensive (repeated, concerted) drill to automatize brief forms/short forms/pacers. Grouping of brief forms/short forms/pacers in this pattern: X X X X X X X X X allows for ease in referring to the brief forms for quick recall drills.	ADVANTAGES OF READING SHORTHAND OUTLINES 1. Provides immediate feedback for the student about progress and success in learning the shorthand system 2. Provides a diagnostic tool for the teacher and the students 3. Provides a preview of material to be written from dictation SUGGESTIONS FOR AUTOMATIZATION OF BRIEF FORMS/SHORT FORMS/PACERS 1. Present early in class period. 2. Write and leave on the chalkboard to provide frequent review (concerted and individual drill) throughout the class session. 3. Write brief forms/short forms/pacers in groups of three words on the chalkboard. 4. Prepare laminated flash cards of brief forms/short forms/pacers. 5. Drill the brief forms/short forms/pacers in different sequences.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Prepare flash cards (3 by 5 inch) to record student achievement in reading and to select students in random order for classroom participation.	Name: _____ Address: _____ Telephone: _____ --- Absent / Reading 9/4 / 9/14 75 wam. 10/5 / 10/7 85 wam.
4. develop the ability to read one's own shorthand notes;	Have the students read as soon as possible from their own shorthand notes to promote as much transfer as possible to the transcription of dictated notes. Use a variety of activities to perfect the technique of reading from own shorthand notes. Have the students switch roles. Students who have already finished have met the goal; others can judge how close they came to the goal.	ACTIVITIES FOR READING FROM PLATE AND ONE'S OWN SHORTHAND 1. Student reads a few sentences or completes a letter, etc., in 30 seconds. 2. Student begins reading and, upon hesitation, the student in the next seat picks up the reading. 3. A small group of students reads sentences/letter/paragraph together. 4. A second group of students reads the same sentences/letter/paragraph and tries to attain a higher reading rate than the first group. 5. Pairs of students read to each other, one reading, the other listening and checking. 6. All students in the class read out loud at once, but independent of all others. The teacher calls "time" at the point the passage should be finished to meet a predetermined reading goal.
5. read own shorthand notes with speed and accuracy.	Have the students read from their own shorthand notes.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Encourage the students to develop rapid reading rates by setting reading goals aimed at achieving a minimum reading rate of 150 words a minute by the end of the Shorthand and Transcription 202 course. Explain that the activities in the chart, ACTIVITIES FOR READING FROM PLATE AND OWN SHORTHAND, require the use of reading rate goals as a means of providing feedback to students and permitting them to see their progress. Emphasize that the purpose of the goals is not only to provide feedback about progress, but also to provide a means for seeing success early in the shorthand program. Students will read faster if they are encouraged to meet definite reading goals.	METHODS FOR CALCULATING READING RATES 1. Total Number of Words = Desired Reading Rate Reading Rate. If the lesson contains 600 words and desired reading rate is 75 words a minute, the student should be asked to complete the reading assignment in 8 minutes or less (600/75 = 8). 2. Use standard word markings of 20 word groups in the reading assignment. If the student reads for 30 seconds and completes the assignment up to the second standard word group, or 40 standard words, that student has read at approximately 80 words a minute. 3. Use reading charts. Reading charts are printed in the following references: - Shorthand Learning and Instruction, Van Huss et al., available from Gage Educational Publishing. - Teaching Shorthand, Leon M. Gallion, available from Delta Pi Epsilon, Gustavus Adolphus College, St. Peter, Minnesota 56082, U.S.A.
B. Writing Shorthand The student should be able to: 1. understand the need for and the purpose of writing outlines for words, short forms/brief forms/pacers, phrases, and sentences from plate shorthand; 2. develop the ability to write outlines for words, short forms/brief forms/ pacers, phrases, and sentences from plate shorthand;	Explain that writing skill for dictation is a basic component of shorthand and transcription. Introduce writing early in beginning shorthand. Have the students begin writing on the first day. Spend more than one day on each lesson during the early class sessions when introducing writing and new theory.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Identify and discuss the writing supplies for shorthand and transcription classes. Emphasize procedures for using the stenographer's notebook: - writing down columns; - writing on one side of the page until the notebook is full on that side; - reversing the notebook to use the column on the remaining side of the page; - dating each column at the bottom.	WRITING SUPPLIES 1. Stenographer's notebook 2. Ball point or regular fountain pen 3. Rubber band POSITION OF NOTEBOOKS FOR LEFT-HANDED STUDENTS 1. Use the right column of notebooks first and then the left column. 2. Place the notebook in upside down position (spiral binding at the bottom) for left-handed students who write upside down.
3. write outlines for words, short forms/brief forms/ pacers, phrases, and sentences from plate shorthand;	NOTE: Determine the students who write with their left hands. Encourage them to position their notebooks in ways comfortable for writing. Use a few minutes (about 10 minutes of actual writing) for initial writing activity. Select words students have studied thoroughly. Use materials consisting of words, phrases, and very short sentences. Demonstrate the writing of all words during the presentation of theory, on the chalkboard or on a transparency using large, legible, well-proportioned outlines. Have the students observe the way the shorthand outlines are constructed. Emphasize the direction in which the symbol is written. Give the correct pronunciation of each symbol. Have the students write the shorthand outline. Observe the students while writing shorthand in order to make helpful suggestions and to	PROCEDURES FOR SELF-DICTATION 1. Label the shorthand notebook with the current date and the lesson identification. 2. Read the entire lesson once at one's rate goal. 3. Look up any unfamiliar words and write these words several times. 4. Write the shorthand from self-dictation as soon as the individual reading rate goal has been met. Use the following procedures: - read three or four words, or as many as can be remembered easily; - turn from the textbook to the shorthand notebook and say aloud the words just read;

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	correct errors. Recognize that not everyone writes shorthand with exactly the same size of stroke as the examples in the textbook. Use class time to begin homework from self-dictation of shorthand plates.	- write the shorthand outlines as the words are spoken; - identify and practice any words that are awkward to write; - continue the above steps to complete the lesson. 5. Insert punctuation marks. 6. Leave one or two blank lines after each line of shorthand written in the shorthand notebook.
4. write outlines for practiced words, short forms/ brief forms/pacers, phrases and sentences;	Dictate the practiced materials and have the students write in the blank line immediately under the previously practiced shorthand notes.	PRACTICED MATERIALS: Memorized or familiar materials
5. write outlines for unpracticed words, phrases, and sentences.	Ask the students to write shorthand from printed copy. This method of writing shorthand requires that the students sound out the words mentally and associate these sounds with shorthand outlines. Explain the advantages of writing shorthand from printed copy: - this method approximates the dictation experience as students must mentally construct the shorthand outline for the printed word; - this method allows students to write shorthand notes at a rate under their control; - this method permits students to check immediately, with the shorthand plates or a dictionary, any outlines on which they hesitate. Make the following materials available if students are to write shorthand from printed copy: - printed copy typed with double or triple spacing so that shorthand copy can be written immediately under the printed words;	PHRASING: The combination of two or more consecutive words UNPRACTICED MATERIALS: Familiar materials in a new context or new materials

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	- transcripts of the shorthand plates in the textbook to be used as the printed copy during the early stages of instruction; - preview sheets for printed copy that is non-textbook material to assist the students in checking the less familiar outlines; - shorthand dictionaries for use at any time a complete shorthand transcript is not available for the printed copy from which shorthand is being written.	PROCEDURES FOR WRITING SHORTHAND FROM PRINTED COPY 1. Preview by reading from plate shorthand if the printed copy is a transcript of textbook shorthand plates. Use reading rate goals for the reading. 2. Preview by writing from plate shorthand using self-dictation before writing from printed copy during the beginning stages of shorthand instruction. 3. Read and repeat the words aloud and write shorthand outlines below each printed word on a triple-spaced copy, or in a shorthand notebook following one of the above previews. 4. Circle the more challenging words in the printed copy as the lesson is being written. Practice the correct writing for these less-familiar words. 5. Use preview sheets for non-textbook printed copy containing new or difficult words. - Practice preview before writing from the completed printed copy.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		- Use the preview sheet as an abridged dictionary to check the writing of less-familiar words as they are encountered when writing from the printed copy.
	Have the students write shorthand from recorded dictation for the following purposes: - to aid the students with the review of theory principle; - to assist the students in developing higher writing speeds; - to provide the students with the opportunity to practice under conditions similar to the actual use of shorthand -- writing from dictation. - to give the students latitude in the selection of dictation speeds; - to provide the students with the flexibility to stop dictation, check outlines, and repeat dictation; - to aid the students with the completion of the dictation - transcription process under practice conditions by having the students transcribe the notes recorded.	MATERIALS FOR RECORDED DICTATION 1. Lessons from the shorthand textbook recorded at several different speeds 2. Non-textbook materials correlated with the textbook theory presentation recorded at different speeds
III. DICTATION A. Dictation from Practiced Materials The student should be able to: 1. understand the need for and the purpose of taking dictation on practiced materials;	Emphasize that dictation from practiced materials for the development of speed building is an integral part of the theory mastery and the transcription sections of the complete shorthand program.	DICTATION PLANS FOR DEVELOPING SPEED 1. Pyramid Plan 2. Stair-Step Plan 3. One-Minute Plan 4. Homework Practice Plan 5. Flood Plan 6. Hillestad Plan 7. Speed Forcing Plan 8. Micromolar Approach

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. develop the ability to take dictation on practiced materials.	Begin speed building as soon as students start to write and continue throughout the complete instructional program. Refer to the suggested materials for specific information about speed-building activities.	REFERENCES FOR PLANS FOR DEVELOPING SPEED 1. Classroom Tips for Shorthand Development, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T32. 2. Shorthand Learning and Instruction, Van Huss et al., Gage Educational Publishing 3. Teaching Shorthand, Leona Gallion, Delta Pi Epsilon, Gustavus Adolphe College, St. Peter, Minnesota 56082, U.S.A.
3. take dictation on practiced materials.	Use easy materials initially to develop speed effectively. Time, and repeat dictation at increasingly faster rates. Dictate materials at 60 words a minute during initial stages. Length of dictation materials should be no more than 15 to 20 seconds initially. Speed building on easy, familiar materials will aid the students in developing the ability to write shorthand at increasingly faster rates of speed.	MATERIALS FOR EARLY DICTATION: 1. Short sentences selected from materials presented on the chalkboard 2. Easy and familiar materials 3. Materials practiced several days previous to dictation 4. Materials increased in length as the students develop dictation-taking ability
B. Dictation from Unpracticed Materials The student should be able to: 1. understand the need for and the purpose of taking dictation from unpracticed materials;	Explain that dictation from unpracticed materials will assist the students in acquiring the ability to take dictation on new materials. Research indicates that students can only gain proficiency in forming "new" words correctly from dictation if they experience the occurrence of such new words in dictation, and practice putting acceptable sound-symbol combinations together.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. develop the ability to construct outlines for words during dictation;	Use intensive drill to continue the process of automatizing brief forms/short forms/pacers. Integrate the 5 000 most frequently used business words into dictation. Use intensive drill to develop the automatization of the first 1 500 high frequency words on the list of most frequently used business words.	Vocabulary list of the 5 000 most frequently used business words (Silverthorn - Perry list)
3. construct outlines for words during dictation;	Have students automatize the basic brief forms/ short forms/pacers and the 1 500 high frequency words. Construct derivatives or words that use these basic forms. Expose the students to vocabulary with adequate repetition and reinforcements to facilitate learning. Have students:	<u>BASIC PRINCIPLES FOR THE INTRODUCTION OF NEW MATERIALS</u> 1. The learning experience should build rather than destroy confidence. 2. The learning experience should move gradually from simple to complex.
4. develop the ability to take dictation on unpracticed materials at 60 to 80 words a minute.	- practice initial dictation on repetitive dictation of familiar materials; - use rearranged copy for dictation; - begin using previewed new material instead of the rearranged copy for dictation; - begin using unpreviewed new material instead of previewed material for dictation; - take dictation at increasing rates of speed from 60 to 80 words a minute. The use of rearranged copy provides the students with a gradual introduction to new material and builds confidence because the students are able to handle the new (rearranged) material successfully.	<u>REARRANGED COPY:</u> A sentence reworded but using the same words and conveying the same basic message as the original sentence which was practiced

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
IV. TRANSCRIPTION A. Transcription Procedures The student should be able to: 1. understand the need for using correct transcription procedures; 2. develop the ability to use correct transcription procedures; 3. apply correct transcription procedures to the preparation of acceptable/mailable copy.	Integrate pre-transcription skills into the early stages of the shorthand instructional program. Start transcription procedures early in beginning shorthand. Refine and develop all the transcription procedures to enable the students to produce mailable transcripts from dictation within a reasonable period of time. Have the students use reference materials during transcriptions. Observe the students during transcription in order to make helpful suggestions and to refine and correct transcription procedures.	<u>PRE-TRANSCRIPTION REVIEWS</u> 1. Punctuation 2. Spelling 3. Words that are often confused 4. Expression of numbers 5. Syllabication 6. Proofreading 7. Capitalization 8. Correct typewritten format <u>REFERENCE MATERIALS</u> 1. Dictionary 2. Reference Manual for Stenographers and Typists (Sabin) 3. Postal code book 4. Word division books 5. Standard Handbook for Secretaries (Hutchison)
B. Transcription Development The student should be able to: 1. develop the ability to transcribe with speed and accuracy from plate shorthand;	<u>NOTE:</u> Transcription may be handwritten or typewritten (preferable). Start transcription with small portions of time devoted to simple exercises. Increase gradually the amount of time allotted for these exercises as the exercises become more complex.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. transcribe plate shorthand at reasonable rates into acceptable/mailable copy;	Use lessons with simple sentences. Proceed to short paragraphs and to letters. Have the students read the materials before transcribing. Have the students transcribe the materials in simple, straight copy format. Use a variety of transcription skill-building activities and drills. Time these activities and drills beginning with one-minute timings on simple, familiar sentences from the textbook.	TYPE AND SEQUENCE OF MATERIALS FOR TRANSCRIPTION 1. Plate shorthand 2. Students' shorthand notes 3. Dictation from rearranged materials 4. Dictation from practiced materials 5. Dictation from previewed new materials 6. Dictation from unpreviewed new materials
3. develop the ability to transcribe practiced dictated materials;	Have the students copy shorthand notes for homework and transcribe from their notes.	
4. transcribe practiced dictated materials at reasonable rates into acceptable/mailable copy;	Dictate from rearrranged copy and practiced materials. Demonstrate proper transcription techniques such as: - instruction on reading copy to insert punctuation and paragraphing prior to preparing the transcript; - proper arrangement of work materials; - the use of the dictionary and other aids; - correct procedure for proofreading (reading materials prior to removing from the typewriter).	MAILABLE TRANSCRIPT: A transcript which meets the minimum standards of the dictator, and a transcript which the dictator would be willing to sign and mail
5. develop the ability to transcribe unpracticed dictated materials;	Dictate previewed and unpreviewed new materials. Continue to emphasize the proper transcription techniques. Place increased emphasis on decision-making, the perfecting of nontyping activities, and the development of the transcription rate.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		NON-TYPING ACTIVITIES 1. Proofreading and correcting 2. Deciphering incorrect shorthand outlines 3. Reading shorthand notes for context and meaning 4. Preparing for transcription 5. Dealing with spelling problems 6. Deciphering poor shorthand penmanship 7. Supplying and verifying inside address 8. Supplying miscellaneous fill-in information 9. Dealing with tabulation problems 10. Transcribing in longhand
6. transcribe unpracticed dictated materials at reasonable rates into acceptable/mailable copy;	Make the shift gradually to new material. Continue to place considerable emphasis on spelling, basic punctuation, and/or confusing words.	
7. transcribe two average-length letters in 30 minutes;	Emphasize the transcripts rather than the shorthand notes, and the acceptability/mailability of the transcripts. NOTE: Students without typewriting ability should provide handwritten transcripts in the requisite time.	
8. transcribe a one-page manuscript in 15 to 30 minutes;	Review the format of the one-page manuscript. Emphasize the preparation of a verbatim transcript within the time allotment.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
9. develop the ability to use correct spelling, word division, grammar, punctuation, and paragraphing during transcription;	Discuss the causes of errors with the students and suggest methods of overcoming their errors.	CAUSES OF ERRORS 1. Lack of knowledge 2. Lack of concentration on the task 3. Poor attitude 4. Physical conditions 5. Quantity/quality trade-off 6. (Other)
10. use correct spelling, word division, grammar, punctuation, and paragraphing during transcription.	Emphasize the three separate and distinct facets of proofreading: - Content relates to the accuracy and correctness of the transcript of the dictation and includes following directions; handling copies, special notations, enclosures, and mailing procedures correctly; making sure all data are accurate. - Overall appearance includes the use of appropriate stationery; good placement on the page; neat, undetectable corrections; and clean copy. - Technical correctness includes correct grammar; correct spelling; correct word division; correct usage of numbers; correct punctuation; and correct capitalization. Emphasize that proofreading is a necessity in word processing.	FACETS OF PROOFREADING 1. Content 2. Overall approach 3. Technical correctness

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
V. NOTEMAKING A. Notemaking Techniques The student should be able to:	Discuss the term notemaking.	NOTEMAKING: The process of recording the main points of spoken and written communication in usable form
1. understand the need for and the purpose of correct notemaking procedures;	Emphasize the main purposes of notemaking: the improvement of learning skills; the development of study skills and the application of shorthand to notemaking. Ask the students to list the uses they might make of notemaking in the classroom, in personal life, and in business.	
2. list the components of notemaking;	Explain the components of notemaking.	COMPONENTS OF NOTEMAKING 1. Listening 2. Reading 3. Observing 4. Summarizing 5. Organizing 6. Outlining 7. Recording 8. Reporting 9. Researching 10. (Other)
3. use the components of notemaking;	Help the students to use the components of notemaking and the related shorthand skills in the processes of notemaking: - Listening: Give a set of oral directions to the class and have the students respond through writing shorthand notes. - Reading: Have the students look at a current newspaper or periodical and find six unfamiliar words. Ask them to write the words and their definitions in shorthand. - Observing: Show the students six articles and request them to write the names of the articles and descriptive objectives for each in shorthand. - Summarizing: Provide the students with copies of an article and have them answer questions about the article in shorthand.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	- Organizing and Outlining: Have the students write an outline for a letter in shorthand. - Recording: Encourage the students to record the main points of a classroom lecture in shorthand. - Reporting: Have the students write a report for office procedures in shorthand and transcribe the notes in proper format. - Researching: Provide the students with a list of possible bibliography entries (books, magazines, monographs, newspapers, etc.). Have the student consult a handbook to find out how to arrange the items, write the information in shorthand in the proper sequence, and transcribe in the proper format on cards.	
4. develop the ability to use notemaking procedures; 5. use notemaking procedures;	Have students select a project for which they would find notemaking useful (notes for a speech or debate; preparation for exam; minutes of a meeting; a record of a lecture, etc.). Discuss notemaking procedures and have the student use procedures to produce some special projects.	
6. prepare notemaking projects.	Have the students prepare the following notemaking projects in shorthand and transcribe the shorthand notes into acceptable formats: - a letter ordering a special product; - a report on the history of three shorthand systems (Gregg, Pitman, Forkner); - an outline for an oral presentation in law, economics, office procedures, or a subject of the student's choice. NOTE: Transcription may be handwritten or typewritten, depending upon the skills of the notemaker.	Notemaking, Diane Brown, Gate Educational Publishing Notetaking and Study Skills, Weber et al., Forkner Publishing

CORRELATION OF COURSE CONTENT WITH SUPPORT MATERIALS

Forkner, H.L., and Forkner Shorthand

I. THEORY

A. Lessons 1-37

II. DICTATION

A. Lessons 1-37
B. Supplementary Materials pp. 163-186
C. Teacher's Manual pp. 35-38, pp. 41-45
D. Dictation on practiced materials at 80 words a minute and on unpracticed materials at 60 to 80 words a minute

III. TRANSCRIPTION

A. Practice transcribing dictation
B. Lessons 1-37
C. Supplementary Materials pp. 163-186
D. Teacher's Manual pp. 35-38, pp. 41-45
E. Transcription:

- two average-length letters in 30 minutes
- one-page manuscript in 30 minutes

IV. NOTEMAKING

A. Suggested Materials

Reid, G.A., et al. Pitman Shorterhand and Writing and Transcription Skill Development

I. THEORY

A. Lessons 1-28 in Pitman Shorterhand

II. DICTATION

A. Lessons 1-28 in Pitman Shorterhand
B. Lessons 1-20 in Writing and Transcription Skill Development
C. Supplementary Materials
D. Dictation on practiced material at 80 words a minute and on unpracticed material at 60 to 80 words a minute.

III. TRANSCRIPTION

A. Practice transcribing dictation
B. Lessons 4-28 in Pitman Shorterhand
C. Lessons 1-20 in Writing and Transcription Skill Development
D. Supplementary Materials
E. Transcription

- two average-length letters in 30 minutes
- one-page manuscript in 30 minutes

IV. NOTEMAKING

A. Suggested Materials

Beaucamp, E.M., et al. Programme 21 Simplified Shorthand and Multi-Dict Programme 21 Simplified Shorthand

I. THEORY

Lessons 1-21 in Programme 21 Simplified Shorthand

II. DICTATION

A. Lessons 5-21 in Programme 21 Simplified Shorthand
B. Lessons 1-10 OR 1-15 in Multi-Dict Programme 21 Simplified Shorthand
C. Supplementary Materials
D. Dictation on practiced materials at 80 words a minute and on unpracticed material at 60 to 80 words a minute

III. TRANSCRIPTION

A. Practice transcribing dictation
B. Lessons 5-21 in Programme 21 Simplified Shorthand
C. Lessons 1-10 OR 1-15 in Multi-Dict Programme 21 Simplified Shorthand
D. Supplementary Materials
E. Transcription.

- two average-length letters in 30 minutes
- one-page manuscript in 30 minutes

IV. NOTEMAKING

Suggested Materials

horthand & transcription 302

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. PRINCIPLES FOR SHORTHAND SYSTEMS A. Principles The student should be able to: 1. understand the need for and the purpose of the principles of the shorthand system; 2. develop the ability to apply the principles of the shorthand system; 3. apply the principles of the shorthand system.	Discuss the definition of the term shorthand. When introducing shorthand to the students, emphasize the following: - Systems for rapid writing are built on specific rules. - Consistency in the shorthand rules aids in the development of rapid writing. - Understanding of the rules of the system will assist the student with the rapid construction of letters, words, and phrases. Review the principles of the system presented in Shorthand and Transcription 202. Integrate the principles of shorthand into each lesson. Explain each shorthand principle in a lesson before assigning the lesson for additional study. Explain that shorthand and transcription are personal, vocational and lifetime skills. Discuss with students and emphasize the uses of shorthand: - a basis for verbatim transcription of letters, memoranda, reports, and other documents; - recording the directions for office tasks, telephone messages, and messages from office visitors; - gathering and organizing data such as shopping lists, minutes of meetings and conferences, notes for term papers and/or reports, notes from an interview, notes from class lectures/discussions, and summaries of articles;	SHORTHAND: Any system of rapid writing that uses symbols, abbreviations, or other shortcuts to represent letters, words or phrases

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS

	- preparing rough drafts for letters, speeches and reports;
	- reinforcing the learning skills of reading, writing, listening, memorizing, recording, recalling, summarizing, and organizing:
	  - developing and reinforcing the basic English skills of spelling, grammar, and word usage;
	  - job competency in the word processing environment for beginning employees in administrative support and secretarial positions.
	
	NOTE: Refer to the NOTEMAKING section of this outline for projects on shorthand systems. These projects may start during the beginning instructional stages and continue throughout Shorthand and Transcription 302, or they may be culminating activities for the NOTEMAKING section.
	
	Explain that the basic purpose of learning shorthand is to transcribe notes written from dictation into usable transcript.
	
	Integrate the achievement criteria during the teaching/learning activities.
	
	Consider the generalizations which indicate the relative importance of theory, reading, writing, dictation (speed building) and transcription components. Apply them to planning instructional strategies.
		ACHIEVEMENT CRITERIA
		
		1. Knowledge of theory
		2. Reading shorthand
		3. Writing shorthand at moderate to high dictation rates
		4. Reading dictated materials for transcribing into acceptable English
		5. Transcribing (typewritten or handwritten)
		
		GENERALIZATIONS ABOUT THE COMPONENTS OF SHORTHAND
		
		1. Interrelate all components during the instructional sequence.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		2. Give attention to basic theory knowledge, minimal writing speed and minimal transcription speeds which are prerequisites to transcribing shorthand notes from dictation. 3. Give attention to pre-transcription skills as soon as the students are able to read shorthand. 4. Give attention to building writing speed as soon as the students begin to write shorthand. 5. Emphasize theory knowledge early in shorthand instruction. 6. Focus on speed building during the middle portion of shorthand instruction, as students apply theory knowledge by writing at higher dictation rates. 7. Emphasize transcription skill rather than speed building or theory knowledge at the end of shorthand instruction.
II. THEORY OF THE SHORTHAND SYSTEM A. Review of Reading The student should be able to: 1. demonstrate the ability to read plate shorthand and and one's own shorthand notes at 150 words a minute.	Have the students read individually, in pairs, and/or in groups to determine if they have reached the goal of 150 words a minute for Shorthand and Transcription 202.	Textbooks and other materials used for Shorthand and Transcription 202

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Reading Shorthand The student should be able to: 1. understand the need for and the purpose of reading plate shorthand with speed and accuracy;	Explain that reading from plate shorthand is a preview for writing and transcription. Students who read plate shorthand easily will be able to write and transcribe the same materials with greater facility. Reading plate shorthand results in the following positive outcomes: 1. Students who see many illustrations of correctly written outlines will be motivated to write the same outlines correctly. 2. Students who read correctly written outlines are practicing mentally the formation of words from shorthand symbols. This mental practice may aid the students in writing successfully from dictation, and aid in transcribing. - Students who, prior to class, read the same lessons that will be dictated in class may experience greater dictation success because of familiarity with the copy.	
2. develop the ability to read plate shorthand with speed and accuracy;	Set specific goals for reading plate shorthand.	READING GOALS 1. Initial reading goal for Shorthand and Transcription 302 should be 150 words a minute. 2. Maximum (final) reading goal for Shorthand and Transcription 302 should be 250 words.
3. read plate shorthand with speed and accuracy;	Raise the reading goal ten words a minute each time the class reaches the established goal.	
4. develop the ability to read one's own shorthand notes;	Emphasize that students should be able to read shorthand twice as fast as they are expected to write it, up to a maximum of 250 words a minute.	
5. read one's own shorthand notes with speed and accuracy.	Encourage the students to set specific goals for reading one's own shorthand notes during class sessions and for homework study assignments.	METHOD FOR DETERMINING DAILY READING GOAL Total Words in Lesson / Desired Reading Speed = Reading Goal

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		A lesson containing 800 words may be divided by a desired reading speed of 200 words a minute to obtain a daily reading goal of four minutes for the lesson materials.
C. Writing Shorthand		
The student should be able to:		
1. understand the need for and the purpose of writing outlines for words, short forms/brief forms/pacers, phrases, and sentences from plate shorthand;	Research indicates that there is a definite relationship between the ability to write theoretically correct outlines and the speed of dictation. Emphasize the importance of the following for writing shorthand: pen; notebook; organization of notebook; posture and dictation.	Refer to the Teachers' Notes and Suggested Activities in the curriculum outline for Shorthand and Transcription 202.
2. develop the ability to write outlines for words, short forms/brief forms/ pacers, phrases, and sentences from plate shorthand;	Demonstrate correct writing techniques through the use of the chalkboard or the overhead projector.	Classroom Tips for Shorthand, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
3. write outlines for words, short forms/brief forms/ pacers, phrases, and sentences from plate shorthand;	Have the students write the outlines as soon as they see the outlines in their textbooks, or as they see the outlines written on the chalkboard or overhead projection, by the teacher. Encourage the students to practice writing the words several times to create a kinesthetic response for the combination of symbols	KINESTHESIS: A muscular response whereby the neural pathways allow ready response to stimuli such that conscious involvement is minimized, and reaction is automatic
4. write outlines for practiced words, short forms/ brief forms/pacers, phrases and sentences;	Have the students practice shorthand outlines to develop the kinesthetic responses that allow them to write portions of outlines and entire outlines, (phrases, sentences) as whole entities.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. write outlines for unpracticed words, phrases, and sentences using the theory principles of the shorthand system.	Students will find it possible to write shorthand at higher speeds as they form more and more kinesthetic chains. The skill in writing outlines that comes with the development of kinesthetic chains can only be developed by writing shorthand. Give the students much practice in writing many shorthand outlines. Use a variety of instructional techniques to allow the students to practice forming sound-symbol combinations writing from demonstration, printed copy, and self-dictation. Have the students calculate each day how long it should take them to self-dictate their homework and/or the classroom lesson. Explain the procedure for calculating the total time for writing the lesson: - establish the writing goal (e.g., 30 words a minute); - determine the number of words in the lesson material, (e.g., 300 words); - divide the number of words (300) by the desired self-dictation rate (30 words a minute) to yield the expected time (10 minutes). Discuss and demonstrate self-dictation procedures. When using self-dictation, the student should read several words from plate shorthand, from one's own shorthand notes, and from printed materials. Turn to the notebook and repeat the words while recreating them in the notebook.	PRACTICED MATERIALS: Memorized or familiar materials UNPRACTICED MATERIALS: Familiar materials in a new context or new materials IMPORTANT IMPLICATIONS FOR WRITING PRACTICE 1. Students should receive abundant practice in writing the most commonly occurring business words so that the sound-symbol combinations in this vocabulary can be written quickly and correctly. 2. Students must become familiar with the number of sounds that make up the English language in order to write many different words -- commonly used words and the words which are not so common. 3. Students can only gain proficiency in forming new words correctly from dictation if they experience these new words in dictation and practice putting acceptable sound-symbol combinations together.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Use a variety of repetitive writing practice techniques to develop a high skill level.	Classroom Tips in Shorthand, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3. (pp. 30-31)
III. DICTATION		
A. Dictation from Practiced Materials		
The student should be able to:	Discuss with students the purposes for using dictation on practiced and unpracticed materials: - to build writing speed; - to develop transcription skills.	
1. understand the need for and the purpose of writing from dictation on practiced materials;		
2. develop the ability to take dictation on practiced materials;	Use sound, systematic programs of practice for effective speed development. Have students progress from slower to quicker rates; from simple to complex materials. Use goals, and emphasize goal attainment. Emphasize the following common elements for speed building and/or dictation plans: 1. Most plans use as the base speed the average current writing speed of the class. 2. Most plans recommend that the teacher preview and/or postview difficult or unfamiliar words. 3. Most plans are based on a gradual increase or decrease in speed (10 wpm changes in speed are preferable to 20 wpm changes because gains are recognizable in the short-run). 4. Most plans use relatively short time intervals for each part of the materials dictated. 5. Most plans suggest occasionally dropping back to a middle or control speed and giving continuous dictation for an extended time period.	DICTATION PLANS FOR DEVELOPING SPEED 1. Pyramid Plan 2. Stair-step Plan 3. One-Minute Plan 4. Homework Practice Plan 5. Flood Plan 6. Hillestad Plan 7. Speed Forcing Plan 8. Micromolar Approach 9. (Other) REFERENCES FOR PLANS FOR DEVELOPING SPEED 1. Classroom Tips for Shorthand, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 2. Shorthand Learning and Instruction, Van Huss, et al., Gage Educational Publishing
3. take dictation on practiced materials.		

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	6. Most plans suggest that some parts be read back to verify student progress. 7. Most dictation is paced using a standard word group of syllables. 8. Most plans suggest repeating the same segments of materials.	3. Teaching Shorthand, Leona Gallion, Delta Pi Epsilon, Gustavus Adolphus College, St. Peter, Minnesota 56082, U.S.A.
B. Dictation from Unpracticed Materials		
The student should be able to:	Explain that dictation from unpracticed materials will assist the students in acquiring the ability to take dictation on new materials.	
1. understand the need for and the purpose of taking dictation from unpracticed materials;	Explain to students that research indicates that students can only gain proficiency in forming new words correctly from dictation if they experience the occurrence of such new words in dictation, and practice putting acceptable sound-symbol combinations together.	
2. develop the ability to construct outlines for unpracticed words during dictation;	Have the students use intensive drills to automatize brief forms/short forms/pacers and most frequently used words.	
3. construct outlines for unpracticed words during dictation;	Have the students construct derivatives of short forms. Expose the students to vocabulary with adequate repetition and reinforcement to facilitate learning.	
4. develop the ability to take dictation on unpracticed materials at 80 to 120 words a minute;	Emphasize simple-to-complex procedures. Have students: - practice initial dictation on a repetition of familiar materials; - use rearranged copy for dictation; - begin using previewed new material instead of the rearranged copy; - begin using unpreviewed new material instead of previewed new material for dictation; - take dictation at increasing rates of speed, from 80 to 120 words a minute.	BASIC PRINCIPLES FOR THE INTRODUCTION OF NEW MATERIALS 1. The learning experience should build rather than destroy confidence. 2. The learning experience should move gradually from simple to complex.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	NOTE: The use of rearranged copy provides the students with a gradual introduction to new material and builds confidence because the students are able to handle the new (rearranged) material successfully.	REARRANGED COPY: A sentence reworded but using the same words and conveying the same basic message as the original sentence which was practiced
5. take dictation on unpracticed materials at a rate of 80 to 120 words a minute;		
6. take office-style dictation on unpracticed materials.	Give the students office-style dictation near the end of the shorthand instruction. Provide opportunities for the students to take dictation under office conditions, such as: - the dictator changing his/her mind during dictation (adding, deleting, or changing what has been dictated); - the students having opportunities to check figures for accuracy, to verify addresses and names, and to correct grammar; - the dictator giving dictation under varying rates of speed.	OFFICE STYLE DICTATION: Dictation in a simulated office environment involving corrections, interruptions, varying speeds, and voice inflections
IV. TRANSCRIPTION		
A. Transcription Procedures		
The student should be able to:	Identify and discuss the development and coordination of all skills and knowledge that enter into transcription, English grammar usage, shorthand (and typewriting).	PRETRANSCRIPTION SKILLS
1. understand the correct transcription procedures;		1. Punctuation 2. Spelling 3. Words that are often confused 4. Expression of numbers 5. Syllabication 6. Proofreading 7. Capitalization 8. Correct typewritten format

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. develop the ability to use correct transcription procedures; 3. apply correct transcription procedures to the preparation of acceptable/mailable copy.	Refine and develop all transcription procedures to enable the students to produce mailable transcripts from dictation within a reasonable period of time. Drill the pretranscription skills as necessary. Have the students use reference materials during transcription. Observe the students during transcription in order to make helpful suggestions and to refine and correct transcription procedures.	REFERENCE MATERIALS 1. Dictionary 2. Reference Manual for Stenographers and Typists 3. Postal code book 4. Word division books 5. Standard Handbook for Secretaries
B. Transcription Development The student should be able to: 1. develop the ability to transcribe with speed and accuracy from plate shorthand;	NOTE: Transcription may be handwritten or typewritten, depending upon the skill of the students. Review the transcription skills in Shorthand and Transcription 202. Introduce transcription from the simple to the complex with continual stress on proper techniques. Demonstrate the techniques for transcribing from plate shorthand. Help the students to develop the skill of transcribing from plate shorthand through short timings that stress either speed or accuracy. Always emphasize techniques on the following materials: - individual words, phrases, and sentences from plate shorthand; - unarranged copy from plate shorthand; - arranged copy from plate shorthand.	TYPE AND SEQUENCE OF MATERIALS FOR TRANSCRIPTION 1. Plate shorthand 2. Students' shorthand notes 3. Dictation from rearranged material 4. Dictation from practiced material 5. Dictation from previewed new material 6. Dictation from unpreviewed new material

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. transcribe plate shorthand at reasonable rates into acceptable/mailable copy;	To emphasize the transcription of plate shorthand: - use lessons with simple sentences; - proceed to short paragraphs and to letters; - have the students read the materials before transcribing; - have the students transcribe the materials in simple, straight copy format; - use a variety of transcription skill-building activities and drills; - time activities and drills beginning with one-minute timings on simple, familiar sentences from the textbook.	
3. develop the ability to transcribe practiced dictated materials;	Have the students copy shorthand for homework and transcribe from these notes.	
4. transcribe practiced dictated materials at reasonable rates into acceptable/mailable copy;	Dictate from rearranged copy and practiced materials. Demonstrate proper transcription techniques: - the reading of copy to insert punctuation and paragraphing prior to preparing the transcript; - proper arrangement of work materials; - the use of the dictionary and other aids; - correct procedure for proofreading (reading material prior to removing from the typewriter). Have the students use these techniques.	MAILABLE TRANSCRIPT: A transcript which meets the minimum standards of the dictator and a transcript which the dictator would be willing to sign and mail
5. develop the ability to transcribe at employment level unpracticed dictated materials;	For all unpracticed materials, have the students take their shorthand notes prior to the transcritpion task. In evaluation, focus on transcription, not notemaking. Have students practice on a wide variety of materials. Dictate previewed and unpreviewed new materials. Continue to emphasize the proper transcription techniques.	NON-TYPING ACTIVITIES: 1. Proofreading and correcting 2. Deciphering incorrect shorthand outlines 3. Reading shorthand notes for context and meaning 4. Preparing for transcription 5. Dealing with spelling problems

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Place increased emphasis on decision-making, the perfecting of nontyping activities, and the development of the transcription rate.	6. Deciphering poor shorthand penmanship 7. Supplying and verifying inside addresses 8. Supplying miscellaneous fill-in information 9. Dealing with tabulation problems 10. Transcribing in longhand
6. transcribe unpracticed dictated materials at reasonable rates into acceptable/mailable copy;	Make the shift gradually to new materials. Have the students continue to place considerable emphasis on spelling, basic punctuation, and confusing words.	
7. transcribe three to four average-length letters in thirty minutes;	Emphasize the transcripts, rather than the shorthand notes, and the acceptability/mailability of the transcripts. NOTE: Students without typewriting ability should provide handwritten transcripts in the requisite time. Give the students some experience in transcribing letters from cold notes, written at least a day prior to transcription.	AVERAGE LETTER: A letter which contains 135 words to 175 words (research by Dartnell Institute of Business Research) COLD NOTES: Notes written on previous days
8. transcribe a one-page manuscript without footnotes in 10 to 20 minutes; 9. develop the ability to use correct spelling, word division, grammar, punctuation, and paragraphing during transcription;	Review the format of the one-page manuscript. Emphasize the preparation of a verbatim transcript within the time allotment. Discuss the causes of errors with the students and suggest methods of overcoming the errors. NOTE: Punctuation marks and paragraphs should not be dictated as students need to learn that making such decisions is part of the transcription process.	CAUSES OF ERRORS 1. Lack of knowledge 2. Lack of concentration on the task 3. Poor attitude 4. Physical conditions 5. Quantity/quality trade-off 6. (Other)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
10. use correct spelling, word division, grammar, punctuation, and paragraphing during transcription.	Review proofreading with students and emphasize the three separate and distinct facets of proofreading. Content relates to the accuracy and correctness of the transcript of the dictation and includes following directions; handling copies; special notations, enclosures, and mailing procedures correctly; and making sure all data are accurate. Overall appearance includes the use of appropriate stationery; good placement on the page; neat, undetectable corrections; and clean copy. Technical correctness includes correct grammar, spelling, word division, usage of numbers, punctuation, and capitalization. Emphasize that proofreading is necessary in word processing.	FACETS OF PROOFREADING 1. Content 2. Overall appearance 3. Technical correctness
V. NOTEMAKING		
A. Notemaking Techniques		NOTEMAKING: The process of recording the main points of spoken and written communication in usable form
The student should be able to:	Discuss the term notemaking.	
1. understand the need for and the purpose of correct notemaking procedures;	Emphasize the main purposes of notemaking: the improvement of learning skills, the development of study skills and the application of shorthand to notemaking. Ask the students to list the uses they might make of notemaking in the classroom, in personal life, and in business.	COMPONENTS OF NOTEMAKING 1. Listening 2. Reading 3. Observing 4. Summarizing 5. Organizing 6. Outlining 7. Recording 8. Reporting 9. Researching 10. (Other)
2. identify the components of notemaking;	Identify and explain the components of notemaking as outlined in Shorthand and Transcription 202.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. use the components of notemaking;	Help the students to use the components of notemaking and the related shorthand skills in the processes of notemaking.	Curriculum Outline for Shorthand and Transcription 202 Notemaking, Diane Brown, Gage Educational Publishing
4. develop the ability to use notemaking procedures;	Design the activities around several special projects to assist the students in acquiring skill and confidence in making notes, particularly in situations that require various combinations of the components of notemaking.	SUGGESTIONS FOR PROJECTS 1. Reports 2. Essays 3. Articles 4. Letters 5. Speeches 6. Minutes 7. (Other)
5. use notemaking procedures.	Request the students to develop the special projects in shorthand, transcribe the shorthand notes as handwritten and/or typewritten documents. Have the students submit the shorthand notes and the handwritten/typewritten documents for evaluation.	

CORRELATION OF COURSE CONTENT WITH SUPPORT MATERIALS

Brown, F.A., and Forkner, H.L. Correlated Dictation and Transcription	Reid, G.A., and Scott, G. Building Your Career in Pitman Shorterhand	Beaucamp, E.M., et al. Multi-Dict Programme 21 Simplified Shorthand; Programme 21 Speed Building and Transcription
I. THEORY	I. THEORY	I. THEORY
A. Review.	A. Review.	A. Review.
B. Cover the vocabulary introduced in Chapters 1-40.	B. Cover the vocabulary introduced in Lessons 1-40.	B. Cover lessons 10 to 40 or 16 to 40 from Multi-Dict Programme 21. Cover the theory introduced in Programme 21 Speed Building and Transcription.
C. Drill on theory recall, phrasing and vocabulary building to increase shorthand knowledge and skill.	C. Drill on theory recall, phrasing, and vocabulary building to increase shorthand knowledge and skill.	C. Drill on theory recall, phrasing and vocabulary building to increase shorthand knowledge and skill.
D. Use the vocabulary-building sections, the theory practice, the previews, and the transcription tips from the textbook.	D. Use the vocabulary-building sections, the theory practice, the previews, and the transcription tips from the textbook.	D. Use the brief form and common words review, the theory review, the previews, and the transcription and punctuation pointers from the textbooks and other sources.
II. DICTATION	II. DICTATION	II. DICTATION
A. Correlated Dictation and Transcription, Chapters 1-72	A. Building Your Career in Pitman Shorterhand, Lessons 1-40	A. Lessons 10 to 40, or 16 to 40 from Multi-Dict Programme 21 Simplified Shorthand; selected lessons from Programme 21 Speed Building and Transcription.
B. Unpracticed Materials - Select materials for skill development from other sources.	B. Unpracticed Materials - Select materials for skill development from other sources.	B. Unpracticed Materials - Select materials for skill development from other sources.

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Brown, F.A., and Forkner, H.L. Correlated Dictation and Transcription	Reid, G.A., and Scott, G. Building Your Career in Pitman Shorterhand	Beaucamp, E.M., et al. Multi-Dict Programme 21 Simplified Shorthand; Programme 21 Speed Building and Transcription
C. Dictation on unpracticed materials at 80 to 120 words a minute.	C. Dictation on unpracticed materials at 80 to 120 words a minute.	C. Dictation on unpracticed materials at 80 to 120 words a minute.
III. TRANSCRIPTION	III. TRANSCRIPTION	III. TRANSCRIPTION
A. Correlated Dictation and Transcription, Chapters 1-72	A. Building Your Career in Pitman Shorterhand, Lessons 1-40.	A. Multi-Dict Programme 21 Simplified Shorthand, Lessons 10 to 40 OR 16 to 40.
B. Supplementary, unprepared materials	B. Supplementary, unprepared materials.	B. Supplementary, unprepared materials
C. Transcribe dictation into acceptable/mailable copy at employment level: - three/four average-length letters in 30 minutes; - one-page manuscript in 10 to 20 minutes.	C. Transcribe dictation into acceptable/mailable copy at employment level: - three/four average-length letters in 30 minutes; - one-page manuscript in 10 to 20 minutes.	C. Transcribe dictation into acceptable/mailable copy: - three/four average length letters in 30 minutes; - one-page manuscript in 10 to 20 minutes.
IV. NOTEMAKING	IV. NOTEMAKING	IV. NOTEMAKING
A. Suggested Materials	A. Suggested Materials	A. Suggested Materials

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